

Course Proposals

List of all proposals

Course Name: Curriculum Design, Evaluation & Assessment

Course Prefix: MSRT

Course Number: 6050

Submitted by (Name & E-Mail): Paul Eberle, peberle@weber.edu

Current Date: 1/3/2013

College: Health Professions

Department: Respiratory Therapy

From Term: Spring 2014

Substantive

change number MED 6050

Current Course Subject MED

Current Course Number 6050

An overview of the theories of curriculum development as well as a practical appraisal of curriculum design, implementation, evaluation and assessment. Prerequisite: (Recommended) MED 6080.

New/Revised Course Information:

Check all that apply:

Subject:

This is for courses already approved for gen ed.

Use a different form for proposing a new gen ed designation.

Course Number: 6050

DV CA HU LS PS SS

EN AI QL TA TB TC TD TE

Course Title: Curriculum Design, Evaluation & Assessment

Abbreviated Course Title: Curric Design/Eval Assessment

Course Type: LEC

Credit Hours: 3 or if variable hours: to

Contact Hours: Lecture 45 Lab Other

Repeat Information: Limit 0 Max Hrs 0

Grading Mode: standard

This course is/will be:

- a required course in a major program
 a required course in a minor program
 a required course in a 1- or 2- year program
 elective

Prerequisites/Co-requisites:

Acceptance into MSRT program.

Course description (exactly as it will appear in the catalog, including prerequisites):

Justification for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

Dual numbered with MED 6050.

INFORMATION PAGE
for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

If not, what are the major concerns raised by the opponents?

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. **For course proposals**, e-mail a syllabus to Faculty Senate which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. **There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).**

Please mail a signed approval page to the Faculty Senate Office, MA 210J, MC 1003.

Weber State University, Ogden, Utah 84408, (801) 626-6000
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MEDUC 6050–Curriculum Design, Evaluation, and Assessment (3 credits)
Fall 2010/Monday, 4:30 – 7:10 p.m.

Instructor: Louise R. Moulding, Ph.D. Office: Education Bldg. 313 (WSU)
Phone: 626-7665 E-mail: lmoulding@weber.edu
Office hours: Before and after class, other times by appointment

Course Description:

This course is an overview of the theories of curriculum development as well as a practical appraisal of curriculum design, implementation, evaluation and assessment.

Course Objectives:

All WSU Masters of Education courses are articulated with Weber's Teacher Education conceptual framework: "Student Achievement: Students, Teachers, and Communities Working Together." This course continues the emphasis of encouraging master's students to become more insightful, reflective practitioners. Master's students are encouraged to reflect on their current teaching experiences, actively engage in designing and evaluating curriculum, and collaborate in small and large groups as they analyze their professional experiences.

Core Course Outcomes:

- Primary: Graduates will demonstrate knowledge of principles of curriculum development and the current issues in measurement and evaluation.
- Secondary: Graduates will demonstrate abilities to use writing, research skills, oral presentation skills and reflective and questioning skills to meet scholarly and professional goals.

Course Requirements and Assignment Descriptions:

1. *Attendance and Class Participation.* Active participation in this course is crucial. Class member input is an essential element of a successful community of learners. Thus, students should be prepared to reflect, engage, and collaborate regularly in the classroom and online. In order to fully benefit from this class, each student should:
 - attend consistently and be on time.
 - listen and contribute to class and online discussions.
 - read material before the topic is discussed.

To get full credit for participation, all students must fully and substantively participate in the online discussions.

2. *Critical Summaries.* Write a critical summary about the article(s) read and the learning you experienced in class/online. Be sure to include the article reference at the top of the page.

Critical summaries have two parts:

- A bulleted list of the main ideas or important information from the article (1 page). These should *synthesize* the ideas and concepts, not excerpts from the article. Do not copy and paste parts of the article. Summarize and synthesize the information.

- A reflection (in paragraph form) of how this information will affect your teaching. Evaluate your gains in comprehending the information, make connections with other experiences/ideas, and/or verbalize how you feel about your learning (1-2 pages).
- Alternative formats such as powerpoint slides, diagrams, concepts maps or other graphic representation is allows. See instructor for more information.

3. *Unit and Lesson Plans.* Each student will select a portion of content from the core curriculum or other source of outcomes and use it to write instructional units and lesson plans that reflect the “ecosystem” of the classroom. Instructional plans should describe:
- Content to be learned and how the content will be organized.
 - Daily routines and procedures that support the curriculum and are based on the literature.
 - Assessment strategies, including types and administration information.
 - Grading practices that are aligned to the overall instructional plan.
 - Rationale and support for each element of instructional design based on articles and class discussions. The articles should be cited throughout the rationale.

All students will complete a basic instructional plan and differentiated plan. Depending on the needs of the student, detailed lesson plans OR an integrated plan will also be completed. More will be described in class about this choice.

Grading Criteria:

Critical Summaries/Reflective Learning Journal (5 @ 15 pts. each)	60
Unit/Lesson Plans (3 @ 60 pts.)	180
Attendance and Class Participation (14 @ 2 pts. each)	28

Grading Scale based on points earned:

A	96-100%	B+	86-90%	C	70-76%
A-	91-95%	B	82-89%	D	60-69%
		B-	77-81%	E	59% or below

Ethics:

A professional standard of performance in class is expected. Failure to maintain WSU academic ethics/honesty including the avoidance of cheating, plagiarism, collusion, and falsification could result in failing the course and may result in charging being issued, hearings held and/or sanctions being imposed. Additional information can be obtained at <http://library.weber.edu/il/shaun/plagiarism/plagiarism.htm>

ADA Statement:

Any student requiring accommodations or services due to a disability must contact Student Services with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

Schedule: (Subject to modification by the instructor)

<u>Date</u>	<u>"Location"</u>	<u>Topic</u>	<u>Due</u>
1/6	WSU	Core Curriculum, Bloom's Taxonomy	
1/13	WSU	Instructional Design Cycle: Krathwohl	
1/20	Online	Motivation/Self-regulation: Pintrich & DeGroot	CS 1 Krathwohl, with core matrix
1/27	WSU	Assessment Basics	CS 2 Pintrich & DeGroot
2/3	Online	Formative Feedback: Shute	
2/10	WSU	Grading: Scriffiny & grading essays	CS 3 Shute
2/17	WSU	Ecosystem of the Classroom	
2/24	TBD	Lesson Planning OR Integration	Basic Instructional Plan
3/3	TBD	Lesson Planning OR Integration	
3/10	WSU	Differentiation: Tomlinson (2000 & 2010)	
3/17		Spring Break	Detailed Lesson Plans/Integrated Instructional Plan
3/24	WSU	More Differentiation: Kapusnich & Hauslein, Nobel	CS 4 Tomlinson articles
3/31	Online	Layered Curriculum: Nunley websites	
4/7	WSU	Tiered Instruction	CS 5 More Differentiation articles
4/14	WSU	Course summary and evaluation	Differentiated Unit